

VISIT...

LANZAROTE
Caliente.COM

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards

Introducing the Passage



5 minutes

Read part 1 of the passage *Castles* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 110 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What were castles for? (protection from enemies)

What did many castles have in common? (towers, inner and outer walls, keep)

How did the walls protect the castle? (high; notches for archers)

If time permits, repeat the steps above using part 2 of the passage, *Castles*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and spread them face down on the table. Have the child draw two cards, read the words, and tell you whether the words could form a compound word. If the child is correct and the words do form a compound word, he/she can keep the cards. If the child is incorrect, he/she should turn the cards over and it is your turn. Repeat the game if time permits.

Part 1

During the Middle Ages, many great castles were built across 10
 Europe. The castles were made to protect people from their 20
 enemies. They had thick, tall walls and watchtowers where 29
 guards stood watch over the castle. 35

Every castle's design was different. Still, they had many of the 46
 same features. Most had towers or turrets, and many castles 56
 had an inner and an outer wall. Many also had a very strong 69
 building in the center of the castle. This building was called 80
 a keep. 82

Many castles were built in places that made them easier to 93
 defend. Some were built in the middle of lakes or on jagged 105
 hilltops and cliffs. The high walls were topped with notches 115
 that gave them a sawtooth look. This design protected archers 125
 from enemy arrows. It also made it more difficult to climb over 137
 the walls. 139



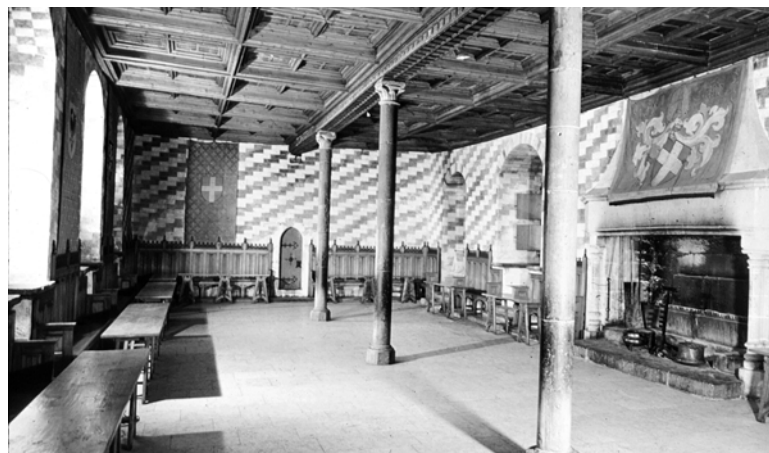
Ruins of a castle
in Scotland

Part 2

Castles weren't just designed to be defended. They were also 10
 designed to make life comfortable for the nobles who lived in 21
 them. One of the most important places in a castle was the 33
 Great Hall. It was where meals, entertainment, and feasts 42
 were held. It was also where everyone gathered to talk or 53
 hold meetings. 55

The kitchens were separated from the Great Hall by long 65
 passageways. Some kitchens were outside in another building 73
 to avoid the risk of the castles' wooden roofs catching fire. This 85
 meant that food for medieval feasts would arrive at the tables 96
 cold or wet with rain! 101

A castle had enough rooms to house the noble and his extended 113
 family. Visitors probably slept on straw mattresses in the Great 123
 Hall after the tables had been cleared away. 131



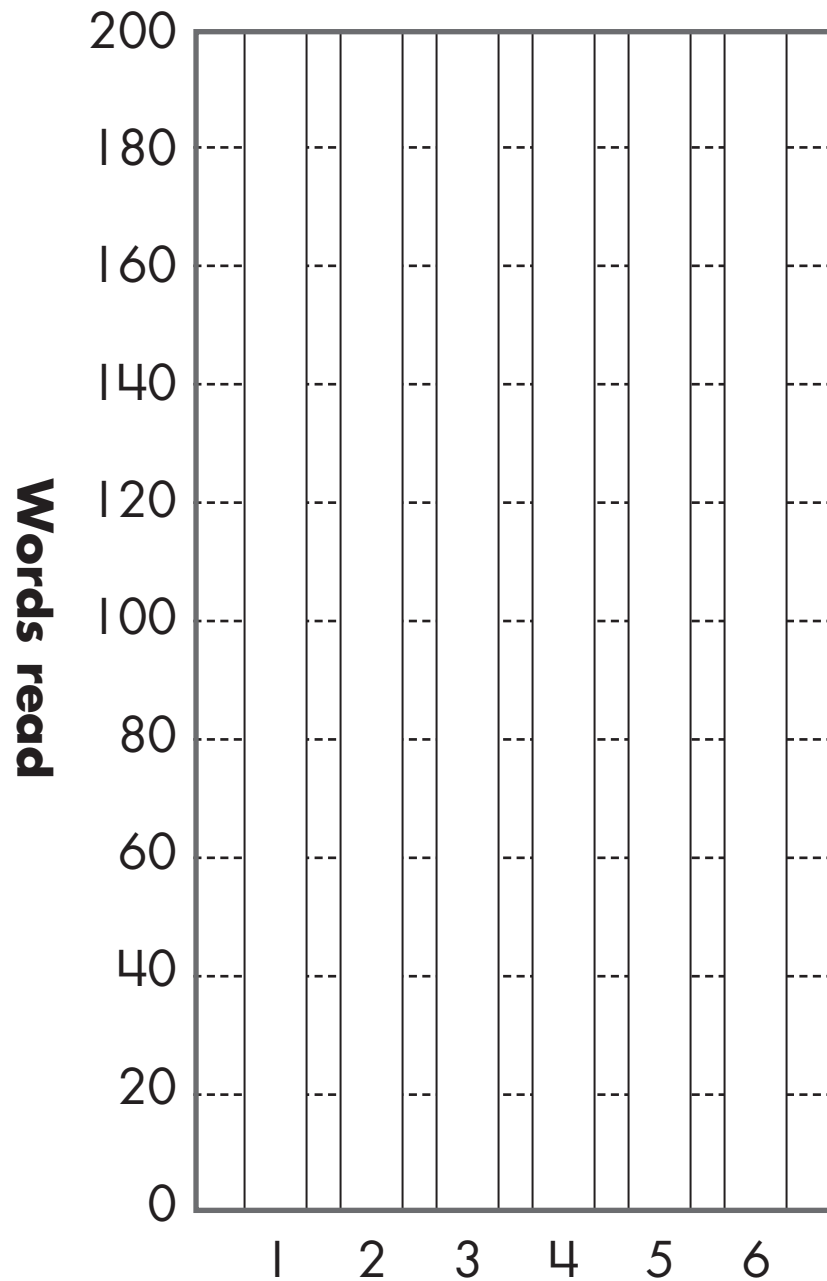
The Great Hall of a thirteenth-century castle in Switzerland

Fluency

Repeated Reading Bar Graph

Lesson Q-4

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6



watch

tower

hill

top

saw

tooth

passage

ways

river

bank

white

wash

stair

case

clock

wise